

**Individualized Education Program
Transition Goals, Page One**

Student Name: Sarah **IEP Meeting Date:** 04/28/08

Current Grade Level: 11 **Expected Date of Graduation:** 06/18/XX

Identify the method for inviting the student to the IEP Transition meeting:

Letter and phone call by case manager to youth and parent

Identify the student's post-secondary preferences and interests, in collaboration with the family, and their desired outcomes for post-secondary education/training, employment and adult living:

Sarah and her family want her to have a paying job. The family also wants Sarah to be able to live independently.

Identify Age Appropriate Transition/Vocational Assessments (by name of the Assessment and the Date Administered):

- **Yesjobsearch.com—video based job preference program 3/08**
- **COPS-PIC (Picture inventory of careers) 3/08**
- **Brigrance Life Skills 4/08**
- **Ansell-Casey Life skills 4/08**

Coordinated, Measurable, Post-Secondary Transition Goals based upon student preference, interests and required transition assessments listed above. *(Consider various options such part-time employment, supported job placements, service learning projects, work experience, job shadowing, internships, practice in resume writing and interviewing skills, the use of resource centers and job specific skills regarding customer service or technology):*

Community Employment Goal (required):

Sarah will develop personal knowledge about various careers as evidenced by completion or demonstrated progress in the following benchmarks / short-term objectives:

Benchmarks/ short-term objectives

- 1) By the end of November 2008, Sarah will identify 3 jobs that she has a developed a preference for by watching the online job videos at www.yesjobsearch.com.*
- 2) Sarah will observe 3 jobs that she has shown interest and aptitude for (via transition assessments), Sarah will identify one job that she would like to explore by the end of January 2009.*
- 3) By the end of March 2009, Sarah will complete a 4 week exploration and internship (unpaid) at a job that she has demonstrated interest in trying. Sarah will be able to articulate the primary job responsibilities via a job report (video, cartoon, PowerPoint, personal interview or pod cast).*
- 4) After obtaining paid employment with the assistance of a job coach for a minimum of 5 hours per week for 12 weeks, Sarah will present a photo journal and a summary of her job experience to her IEP team.*

VT Framework: Vital Result: Personal Development: Standard 3.15

**Progress Review
Dates**

Disability Category: Learning Impairment

Vocational Training Goal (if needed): *(think “pre-employment” skills. For example: a student may need to seek time with a mentor/counselor to develop anger management skills to deal with the work related frustrations. A student may need to spend time with an SLP to develop clear, appropriate speech and good eye contact while talking to co-workers. A student may need to acquire the skills to drive a fork lift before applying for a warehouse job. A student may have to practice community mobility in order to get to a job site independently.)*

Sarah will acquire the functional skills and behaviors necessary for successful employment as evidenced by completion or demonstrated progress in the following benchmarks/ short-term objectives:

Benchmarks/ short-term objectives:

- 1) Working with her job coach, Sarah will be able to demonstrate appropriate on the job related social skills as observed and reported by her job coach.
- 2) Working with the school employment specialist, Sarah will develop self-advocacy skills. She articulate her gaps/barriers and assets when asked how her disability will affect her on-the-job performance.

| Individualized Education Program Transition Goals, Page Two | | | | |
|---|----------------------------------|--|--|--|
| <p>Post-Secondary Education Goal (if appropriate, if not indicate with an N/A): Team determined N/A</p> <p>Coordinated, Measurable, Post-Secondary Transition Goals based upon student preference, interests and required transition assessments listed on the previous page. <i>(Consider options such as participation in community based experiences, learning how to independently access community resources, building social relationships, managing money, understanding health care needs, utilizing transportation options and organizational skills):</i></p> <p>Independent Living Goal (if appropriate, if not, indicate with an N/A): Sarah will demonstrate skills associated with living independently as evidenced by completion or demonstrated progress of the following benchmarks/ short-term objectives:</p> <p><u>Benchmarks/ short-term objectives:</u></p> <ol style="list-style-type: none"> 1) By the end of February 2009, Sarah will use the public transportation system independently as observed and reported by her support staff. 2) By the end of March 2009, Sarah will demonstrate knowledge of meal preparation skills, clean up, food storage, and safety in the community based apartment program as observed by her community skills worker as observed and reported by her support staff. <p>VT Framework: Vital Result: Personal Development: Standard 4.1</p> <p>Community Participation Goal (if appropriate, if not, indicate with an N/A): Sarah will take an active in her community as evidenced by completion of the following benchmark:</p> <p><u>Benchmark/ short-term objective</u></p> <ol style="list-style-type: none"> 1) By the end of the school year, Sarah will participate in an extracurricular activity/club/sport in the school and /or community of her own choosing. Her case manager will report back about Sarah's participation. <p>VT Framework: Vital Result: Personal Development: Standard 4.1</p> | Progress Review Dates | | | |
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| <p>Describe the Coordinated Interagency Linkages and Responsibilities (services provided or paid for from another agency and a timeline for completion):</p> <p>Sarah will complete an application for federal/financial assistance, if appropriate (SSI, SSDI, Title XIX), with assistance from DVR benefits counselor, Northeast Kingdom Mental Health/ Developmental Disabilities Case Manager and family. The DVR counselor will support with transition assessments.</p> <p>DAIL/DS case manager- support from job coach</p> | | | | |
| <p>Describe the course(s) of study that focus on academic and functional achievement needed to assist the student in reaching their post-secondary goals. (Consider the learning opportunities or skills the student may need, including specific general or special education instruction, career or technical education and/or preparation for post secondary outcomes such as vocational training or community college):Social skills group; Work readiness course</p> | | | | |
| <p>If the student will be reaching age 17 during the duration of this IEP, they have been notified that parental rights will transfer to the student upon reaching the age of 18 X Yes No</p> <p>If not, please specify how they were notified):</p> | | | | |
| <div style="display: flex; justify-content: space-between;"> Page __ of __ Form 5 </div> | | | | |